DOCUMENT RESUME

ED 070 375 HE 003 602

AUTHOR	Corey, John F., Ed.
TITLE	A Brief History of Service-Learning Internship Programs.
INSTITUTION	North Carolina State Board of Higher Education, Raleigh.
PUB DATE	14 Jun 72
NOTE	8p.
JOURNAL CIT	Higher Education in North Carolina; v7 n4 June 14 1972
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*College Students; Community Services; Employment Experience; *Higher Education; *Internship Programs; *On the Job Training; Service Education; *State Government

ABSTRACT

Recent educational conferences indicate not only that community-based experiential learning has grown dramatically in recent years as a curricular feature of higher education, but also that this empirical learning style is to be a major trend in the immediate academic future of the nation. The State of North Carolina has, since 1969, supported experiential learning programs, known as service-learning programs, through the North Carolina Internship Office (NCIO). To provide a sound learning context, service-learning requires of any internship that: (1) there be a task whose meaning is clear to the students; (2) the student receive in his placement careful support from his educational institution; and (3) reciprocal learning among the student and his work directors to be assumed. Thus, within this context, NCIO embarked on a strategy from the fall of 1969 to the present that includes: (1) development of regional service-learning programs in Appalachian North Carolina; (2) assistance with urban university model programs in Charlotte and Winston-Salem; (3) liaison with existing and newly created student internship programs and their managers; (4) development of issue-focused internship programs in planning, health, law, and the environment; and (5) sustained planning, advocacy, and evaluative review. (Author/HS)

ED 070375

Vol. VII, No. 4, June 14, 1972 North Carolina Board of Higher Education

North Carolina Internship Office

Recent educational conferences in Sarasota, Florida, and Cleveland, Ohio, indicate not only that community based experiential learning has grown dramatically in recent years as a curricular feature of higher education but also that this empirical learning style is to be a major trend in the immediate academic future of the nation.

Obviously such a vigorous movement must have been generated by strong and pervasive forces. In the views of the staff* at the North Carolina Internship Office (NCIO) there were three: 1) the beginnings of action taken on the old recognitions that experience is itself educational and that learning continues throughout life; 2) attempts to introduce cross-subcultural and service-oriented experiences into curricula; and 3) recent emphasis upon the development of student autonomy and initiative.

The response of the State of North Carolina through NCIO, for three full years now, has been espousal of "service-learning." This particular form of experiential learning is a distillation of considerable thought about three questions: what is worth knowing; what is worth doing; and how community-based learning can be maximized. To provide a sound learning context, service-learning requires of any internship that: 1) there be a task whose meaning is clear to the students; 2) the student receive in his placement careful support from his educational institution; and 3) reciprocal learning among the student and his work directors be assumed.

In the three-year history of NCIO the interplay of the three educational forces, the three preliminary questions, and the three ingredients of a "successful" internship has led to the completion of ten substantial studies by NCIO and two major articles in national publications (Appalachia magazine and NSVP News of ACTION).

*Robert L. Sigmon is Director of the North Carolina Internship Office. David N. Edwards, Jr. is the Assistant Director.

HE 003 602

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

Obviously, however, these products of cerebral activity could not alone have convinced the Governor, the General Assembly, the Department of Administration, and the North Carolina State Board of Higher Education (BHE) to support service-learning as they have done. What dramatized not only the validity but also the utility of service-learning was the realization that most of the vast creative energies and talents of our 148,000 college students were not being directed to state program development, management, and advocacy. What better way to enlist student power than through service-learning? Thus, in March 1969 the Southern Regional Education Board (SREB) and the North Carolina Department of Administration agreed to establish a state internship office. Miss Jan Somerville was employed as its director in April of that year, and SREB provided direct assistance through a student intern associate and consultation through Robert L. Sigmon. The Department of Administration gave financial and administrative support to sustain the organizational responsibility vested in the Board of Higher Education. Before 1969 only two major programs for student involvement with public issues existed in North Carolina.

The next 36 months saw NCIO manage or help initiate programs involving over 1,000 service-learning internships and assist in the development of 12 internship programs across the state. These programs have been supported by the raising of over $500,000 and by the cooperation of 150 public agencies.

Partly by way of contribution and partly in response to this burgeoning activity several events helped mold the present configuration of NCIO.

In September 1970 Governor Scott told the Southern Governor's Conference:

> I want very much for us to provide leadership in developing constructive opportunities for college students and faculty to contribute more directly to programs of economic and governmental improvement in the South . . . . I would like to see the establishment of a network of programs so that we can extend the opportunities for service-learning to a much greater number of students and make more effective use of the energy and talents of these young people in helping their region achieve a higher quality of life. This is one approach to making our collegiate curricula more meaningful to students. It is also a promising way to attract more able students into public service careers.

During the 1971-72 session the General Assembly went on record supporting the ideals and programs underpinning service-learning.

On July 1, 1971, through a "B" Budget appropriation from the General Assembly, the Board of Higher Education assumed fiscal responsibility for NCIO and has recently made [illegible]ice an integral part of the new Center for the Continuing Renewal of Hig[illegible]ation.

On August 20, 1971, the Board of Higher Education passed a resolution expressing its support of NCIO and service-learning, recommending higher education's use of these two learning resources, and suggesting expansion of the service-learning option to all students, with academic credit where warranted.

On October 15, 1971, as a signal of the success and growing future of state-supported service-learning, David N. Edwards, Jr., former Director of the Elmira College (New York) Field Experience Program, was added to the full-time staff of NCIO. This brought the composition of personnel to a director, an assistant director, an administrative secretary, and ad hoc student intern assistance.

The programs and activities generated by this staff have resulted from the coordinated focus of three aims: 1) to increase university and college student involvement with public needs and opportunities; 2) to increase the utilization of off-campus North Carolina as a learning environment; and 3) to provide options for students to be exposed to and to develop a service-learning life style.

NCIO, partially by design and partially because of the availability of federal funds, embarked on a strategy from the fall of 1969 to the present that included: 1) development of regional service-learning programs in Appalachian North Carolina; 2) assistance with urban-university-model programs in Charlotte and Winston-Salem; 3) liaison with existing and newly created student internship programs and their managers; 4) development of issue-focused internship programs in planning, health, law, and the environment; and 5) sustained planning, advocacy, and evaluative review.

Spreading the service-learning internship design (an agency base, a specific project, university support, project committee support, independent status for student intern, seminars, and final report), NCIO initially gave attention to colleges and universities with limited or no off-campus learning experience and to nearby public-service agencies that demonstrated a readiness to participate in service-learning programs.

The following five sections highlight the accomplishments of the pilot efforts to date and indicate some ramifications for the future:

1. University-Regional Program in Appalachian North Carolina. The regional program approach has resulted in six institutions in the Appalachian area of North Carolina developing independent capacities for arranging and managing service-learning programs. These schools are Appalachian State University, Mars Hill College, John C. Campbell Folk School, University of North Carolina at Asheville, Western Carolina University, and Warren Wilson College. Among them different styles have emerged, with the Community Development Institute at Mars Hill College and the Student Internship Program at Appalachian State University providing exemplary program designs. Two Youth Leadership grants in Appalachian Regional Commission (ARC) Research and Demonstration categories have provided basic support that has been supplemented by state funds, local agency funds, and university resources.

The developmental strategy of NCIO has been to assist each of the five senior colleges and universities and J. C. Campbell Folk School to determine its own approach and style consistent with the basic service-learning goals of NCIO. Results to date clearly indicate the strengths of this strategy.

From these results a triangular funding arrangement model has emerged. The state, through NCIO and federal ARC grants, provides "seed" money to initiate a service-learning program. Universities and colleges, because educational values are received, provide up to one-third of the costs. Public agencies, because they receive services from student work, provide one-third or more of the total cost. In this cooperative arrangement, organizations have been eager to participate and provide direct support. Initial support through funds and conceptual guidance has been implemented and enhanced by a full-time coordinator in Asheville, Glenn Trantham, whose position has been provided for in the ARC grants.

2. Urban-University Models. Charlotte and Winston-Salem have been the sites of two NCIO-assisted models. In the Charlotte area the University of North Carolina at Charlotte Institute for Urban Studies and Community Services provided the leadership and a base of operation. There was top administrative support from Vice Chancellor Hugh McEniry, a management capability from the Institute's Larry Owen, and assistance in program development from members of the student body. Further impetus came from students at Davidson College and Johnson C. Smith University as well as city and county government officials. With only outside encouragement and limited financial assistance from NCIO the Charlotte "consortium" has evidenced slow, steady, and sound growth since the summer of 1969. It now can boast that 30 public and private agencies and all post-secondary educational institutions in the area are involved with service-learning. The program has paid off for 120 students in the form of academic credit for their internship experiences and weekly attendance at student-run reflection seminars. The model developed in the Charlotte area can be translated into almost any other urban or Council-of-Governments area in the state.

As an intern with NCIO during the summer of 1969, Noel Dunivant initiated a program in Winston-Salem with the strong endorsement of Mayor M. C. Benton. The city coordinated and managed programs for over 200 part-time student interns within one year. Title I grants from the BHE were secured for two successive years to provide additional support. The Academic Urban Affairs Consortium, based at Wake Forest University, came into being after Noel Dunivant's original effort and assumed operational responsibility for the Service-Learning Internship Program (SLIP). In contrast to the Charlotte model, only limited university support has been realized in Winston-Salem, and no sustaining program currently exists there.

3. Program Liaison with Other Internship Programs. NCIO has provided the leadership for convening project managers of internship programs in the state and providing a clearinghouse of information on programs. The network that is emerging is informal and committed to working collectively in improving and increasing off-campus service-learning opportunities for college students in North Carolina.

NCIO has provided technical assistance to a number of programs in North Carolina state government.

NCIO has collected data and published listings of interns supported by the state for summer 1970 and summer 1971.

Publications on the service-learning concept, faculty roles in it, and other training-related materials have been produced and distributed throughout North Carolina.

Research and training designs have been developed and applied by the student staff of NCIO in cooperation with different programs across the state.

As the SREB-initiated effort with the state in 1969 was to be a model from which other states could learn, the NCIO staff has provided direct assistance and much information to state government personnel in Georgia, Pennsylvania, South Carolina, Virginia, and West Virginia. The NCIO staff continues a relationship with SREB; SREB participation, however, has been minimal over the past year. Recent collaboration has been limited to assistance in certain research and a newly-initiated evaluation of NCIO's efforts and directions.

4. Special-Issue Programs. Through the interest of the Department of Housing and Urban Development (HUD) in exposing minority students to governmental planning issues, through the interest of three predominantly black universities in off-campus learning opportunities for social planning, and through the NCIO commitment to arranging service-learning opportunities around special needs or issues, two sequential grants from HUD were made available for social planning to service-learning interns from Shaw University, Winston-Salem State University, and North Carolina Agricultural and Technical State University.

With the emergence of ecological concern, NCIO has coordinated and provided administrative assistance in arranging 11 environmental internships in 1970 and 30 in 1971. Each student pursued a specific task within a state agency and produced a report.

Student-originated projects relating to environmental issues were funded by the National Science Foundation (NSF) at the University of North Carolina at Asheville, Mars Hill College, Wake Forest University, and East Carolina University. The first three institutions received encouragement and support in proposal development from NCIO.

Under an ARC grant, NCIO was instrumental in assisting the UNC Medical School Department of Family Medicine at Chapel Hill initiate an extern program for 50 medical students in Appalachian learning settings of the state.

With assistance from the North Carolina Central University Law School, NCIO through a law student intern-associate, Ernest Fullwood, developed a vital program for law students to work with solicitors and defenders during the summer of 1971. This effort promises to provide a model for other clinical-education experiences for law students in the state.

Combining ARC and NCIO support, Viet Nam veterans initiated veterans' college recruitment and counseling centers at Appalachian State, Warren Wilson, and Western Carolina during 1971. These centers have sparked a marked improvement in assistance to veterans returning to college life.

5. Looking Backward and Forward. In the programs and projects reviewed above, NCIO has attempted to maintain a consistent educational philosophy and long-range perspective. The questions set forth below reflect the controlling considerations, and criteria a and b especially were used in many of the ten NCIO studies alluded to at the outset.

a. Are the projects dealing with local community needs? Does the problem or task of the student internship assignment have a sense of human importance about it?

b. Are we meeting these needs in interinstitutional ways? Are university officials, agency officials, citizens, and students cooperating through the internship process?

c. Are we "raising the levels of dialogue" about the quality of life within the university, the communities, and public agencies? Are the questions "What is Worth Doing?" and "What is Worth Knowing?" being pursued with more vigor?

d. Are the students involved beginning to deal more competently with their own experiences as interns and to appropriate their learning for the development and application of their own values?

Looking to the future, NCIO, directing its resources to a service-learning promotional strategy, will:

a. Further increase service-learning opportunities for college students by urging the state to support and make accessible to the people a center for state advocacy, program development, technical assistance research, and clearinghouse data on opportunities. NCIO, within the new Board of Governors, has this potential, and NCIO's current compilation of a "state-of-the-art inventory" on community-based, experiential-learning programs should help develop a realistic plan of implementation.

b. Urge all public and private colleges and universities to endorse service-learning as legitimate education, make it eligible for academic credit, and recognize faculty involvement in service-learning with financial

and status rewards. (The Board of Higher Education has set an example for this in the resolution cited above.)

c. Urge public organizations and private agencies to embrace public needs by participation in service-learning not just in the summer but throughout the year. This implies appropriate regular budget designations and student manpower provisions, especially under the position categories of staff personnel, contractual services, training, or special line items.

d. Help infuse existing experiential programs with service-learning possibilities. This would help expand youth involvement in public issues and events through current mechanisms (e.g., PACE, state agency internship programs, local government programs, legislative internships, field experience programs, special programs at colleges and universities).

e. Encourage greater student participation in planning and operating programs. Such encouragement can help adapt widely differing learning opportunities to present academic mechanisms and attack the unresponsiveness of the educational establishment often implicated in college dropout studies.

The past and present efforts of NCIO have now been presented in principle and fact; the future efforts have been set forth only in principle. To give substance to the proposed scheme, NCIO intends to execute several key projects.

To expand opportunities in the state generally, NCIO will specifically try to develop a system of business internships, bringing together what sometimes appear to be incompatible social segments. A preliminary meeting with several business leaders has already been held to determine feasibility of the project.

To gather the latest data on community-based experiential learning, NCIO staff will visit campuses across the state as follow-up on the previously mentioned state-of-the-art inventory. This information in abstract form will be made available to any interested party but especially to schools planning or expanding programs, agencies interested in student interns, and funding sources for internship programs.

As companion to this inventory a case-study book on service-learning in North Carolina will be prepared for public use this summer.

The functions of information brokerage, fund seeking, moral support, cultivation of government involvement at all levels, research, program management, and training can thus be seen as common elements to the recorded past, the developing present, and the projected future of NCIO. The office has executive, legislative, and administrative mandates, a list of proven successes with the service-learning model, and at least the potential for a variety of vital services to education and government in North Carolina. With continued support NCIO feels it can realize its goal of seeing that every North Carolina college student has the opportunity of at least 12 weeks in community-based experiential learning as part of his academic career.

In This Issue

North Carolina Internship Office

BULK RATE
U. S. Postage
P A I D
Raleigh, N. C.
Permit No. N.M. 200

RETURN REQUESTED